

Capitol Calculations

Objectives:

Students will be able to:

- a. Write story problems using information about the Capitol Building
- b. Solve story problems

Materials:

- 3x5 index cards
- Slide show from the trunk
- Self-guiding tour booklets for each student
- Facts about the Capitol that involve numbers
- Copies of the accompanying worksheet

Introduction:

- Show the slide show that came in the trunk. (This can be done a day or two ahead of teaching this lesson.)
- Review certain facts about the Capitol that involve numbers. The students can help find them in their tour booklets. Write these on the board or overhead. These may include important dates, size specifications, numbers that serve in the House or Senate, etc. Ask the students to help you remember.

Activity:

- Pass out one index card to each student.
- Instruct the students to come up with a story problem involving some of the information about the Capitol and write it on the card. Also remind them to put their name on the card.
- After a few minutes, collect and shuffle the cards.
- Have a student pick one of the cards from the deck in your hand and read the problem to the class.
- First ask the class if there is enough information to be able to solve the problem. If there is, then have the students solve it on paper. Next, call on one to do it on the board so they can check their work.
- Repeat this process for the amount of time that you have.
- For independent practice, assign the accompanying worksheet for homework.

Assessment:

- For an actual grade, score the students on the problems they wrote and on the completed worksheets.
- During the activity, assess their problem solving skills as students go to the board.

Capitol Calculations

Directions: Read each problem carefully and then solve. Be sure to show your work and label your answers.

1. The Idaho State Capitol building stands 208 feet tall. A basketball hoop is 10 feet tall. How many basketball hoops would you have to stack on top of each other so that they would be about as tall as the Capitol building?
2. There are 35 congressional districts in Idaho. Two people are elected from each district to serve in the House of Representatives. How many total people serve in the House of Representatives?
3. The Winged Victory Statue came to Idaho on the Merci Train in 1949. How many years have we had it?
4. It was supposed to cost \$250,000.00 to build the Capitol. When it was finished, it actually cost \$2,098,455.05. How much more money was spent over the original plan?
5. The eagle perched on top of the Capitol is 5 feet 7 inches tall. What is the difference between your height and the eagle's height? Which is taller?
6. We began using the State Capitol in 1912 when the center section was completed. The construction of the two wings was not finished until 1920. How long have we been using the entire building?

Through the Eyes of George Washington

Objectives:

Students will be able to:

- a. Imagine what events may occur at the Capitol each day
- b. Communicate their thoughts through writing paragraphs

Materials:

- Slide show from the trunk
- Historic picture of the George Washington statue carved by Charles Ostner
- Self-guiding tour booklets for each student

Introduction:

- Show the slide show that came in the trunk. (This can be done a day or two ahead of teaching this lesson.)
- Show the students the historic picture of the George Washington Statue carved by Charles Ostner. Emphasize that the George Washington Statue now sits on the second floor (the executive branch level) of the Capitol.
- Have the students imagine what they might see and hear if they were George Washington sitting on the horse all day. Ask them to share their thoughts orally.

Activity:

- Instruct the students to write their thoughts on paper in paragraph form.

Assessment:

- Collect the writing samples and evaluate spelling, punctuation and grammar.

Sensational Seals

Objectives:

Students will be able to:

- a. Design a seal for their family, class, or school
- b. Determine the meaning of each item included on the seal
- c. Write the meaning of each item in journal form

Materials:

- Pictures of the Idaho State Seal (black and white as well as colored images)
- Description of the Idaho State Seal written by Emma Edwards Green
- Large pieces of white paper
- Crayons, markers, colored pencils, etc.

Introduction:

- Show the State Seal and discuss the items depicted on it. Describe how the elements in the seal represent Idaho's past and present.
- Read the description that Emma Edwards Green wrote about her work.

Activity:

- Pass out a piece of paper to each student.
- Lead the students in a brainstorming session about what items they could put on a seal that represents their family, class, or school. Remind them that each item must have specific meaning.
- Have the students draw their seals on the white paper.
- Once the seals are completed, have the students write a description of the items they included as if they were writing in their own journal for future people to read.

Assessment:

- The description should include the meanings of all of the items that are depicted on the individual seals.
- Evaluate spelling, punctuation, and grammar.

Tough Decisions

Objectives:

Students will be able to:

- a. Examine their own beliefs and values as they relate to situations that occurred while building the Capitol
- b. Listen to and respect the rights of others to hold different beliefs
- c. Evaluate what actions they feel would be best to take in the given situation

Materials:

- Slide show from the trunk
- Self-guiding tour booklets for each student
- Copies of newspaper articles (historic and current)
- Copies of the "Dilemma Cards" cut up for each group

Introduction:

- Show the slide show that came in the trunk. (This can be done a day or two ahead of teaching this lesson.)
- Explain to the class that whenever a large building project is in the planning and construction stages there are many different opinions about how it should be completed. There are usually not quick and easy solutions that everyone will accept as the right thing to do.
- You may be able to offer an example from your own area that the students can relate to. (For instance: the need to widen a certain road, the building of a new school or park, etc.) Use current newspaper articles to help offer examples.
- Read some selections from the historic newspaper articles that express some controversial issues related to construction of the Capitol.
- Let the students know that today, as a class, you will be reading through dilemmas that came up during the construction of the Capitol. You will discuss possible solutions as well.

Activity:

- Divide the class into groups of four, and give each group a stack of "dilemma cards." Place the cards face down in the center of the group.
- The first student draws the top card and reads it to the group. They take a few minutes to silently think about what solution they feel is best. The student who read the card shares his/her feelings first sharing which solution was chosen and why. In turn, each of the other members of the group is given the opportunity to comment on the solution that he/she chose.
- The students continue with this pattern until each one has read a card out loud and the solutions have been shared.
- It is not necessary for the students to agree on a solution. This activity is an opportunity to realize that many times there is more than one solution to a dilemma.

- Pull the class back together and have the students share what they learned from this activity.

Assessment:

- Walk around the room as the groups are discussing the dilemmas. Take a mental note of some of the comments. Make sure that the students are listening closely to what others have to say and are respecting those who have different opinions.
- Determine if the objectives were met as you listen to the class discussion at the end of the period.

<p><u>Dilemma Card</u></p> <p>You are a taxpayer in Idaho. The Capitol is under construction and you keep reading in the newspaper that the project is going to cost more and more money. You are concerned about the amount of taxes that are being used, thinking this money could be used to help fund schools and other things. Just this morning, you read that if the plans are changed to make the dome 50 feet shorter it would drop the cost of the building by \$75,000.00. Should you:</p> <ul style="list-style-type: none"> - Write a letter to the Governor expressing your desire to make the change in the plans; - Organize a protest of angry taxpayers to hold picket signs and march in front of the construction site; - Contact your local representative or senator for more information; - Just wait and see what other people do; - Choose a plan of your own. 	<p><u>Dilemma Card</u></p> <p>You are a member of the local historical society and have read that they plan to tear down the Territorial Capitol building and the Central School building to make room in downtown Boise for the new Capitol. You realize it is important to build a new building, but you know these other buildings have great historical significance in Idaho's history. Should you:</p> <ul style="list-style-type: none"> - Organize a protest of angry citizens to hold picket signs and march in front of the proposed building site; - Write to the site selection committee and share your views of the need to build the new Capitol in a place that won't require that these historic buildings be torn down; - Make sure pictures are taken of the historic buildings so future generations can see them; - Choose a plan of your own.
<p><u>Dilemma Card</u></p> <p>You are the superintendent in charge of the construction of the Capitol. You know the citizens of Idaho are counting on you to make sure the building is done on time and that the workmanship is done well. You realize that you are running about one month behind schedule. Should you:</p> <ul style="list-style-type: none"> - Hire more workers to get the job done faster, but making it cost more in the end; - Announce to the public that you are behind and set a new date for completion; - Force the workers to put in overtime hours to catch up without paying them extra; - Choose a plan of your own. 	<p><u>Dilemma Card</u></p> <p>You are on the committee to select a site for the new Capitol building. Many suggestions have been made and you are not sure which one would be best. Should you:</p> <ul style="list-style-type: none"> - Schedule a public hearing to allow the citizens of Idaho to speak out and share their opinions on the best choice; - Run an add in the paper asking individuals to write to you with their thoughts; - Call for a public vote and allow the citizens Idaho to pick the site; - Choose a plan of your own.

Capitol Trading Cards

Objectives:

Students will be able to:

- a. Research and collect facts on items having to do with the Capitol Building
- b. Design trading cards using these facts

Materials:

- Slide show from the trunk
- Self-guiding tour booklets for each student
- Pictures of Capitol related items
- 3 dimensional items that are in the trunk (tools, bulbs, stone, etc.)
- Idaho Capitol Commission's website www.idahostatecapitol.org
- Sports cards to use as examples of trading cards (optional)
- Various colors of construction paper that have been cut to 3"x5" pieces (Enough for 3 around and a few extra)
- Markers, crayons, colored pencils, etc.

Introduction:

- Show the slide show that came in the trunk. (This can be done a day or two ahead of teaching this lesson.)
- Explain to the class that trading cards always have a picture on the front and facts about the picture on the back of the card. Hold up a few sports cards as examples.
- Hold up some of the pictures and items from the trunk as examples of what the students might choose to draw on their cards. Remind them of things they learned from the slide show that also may be good ideas to use.
- Let the students know that they will be required to complete three trading cards that relate to the Capitol. They can use any of the information in the tour booklet or the website, but they are not to just copy the facts down. They need to put the facts in sentence form and in their own words.

Activity:

- Pass three cards out to each student along with the tour booklets. Let them know that there are a few extra cards if they make a mistake.
- Have the students begin looking for ideas in the booklets of pictures they would like to draw on the front of the cards.
- For each card, the student should find at least three facts that can be written in sentence form on the back.

Extension Activity:

- Invite a class of younger students to visit your classroom. Pair off the students so there is one older and one younger student in each pair. Have your students share the trading cards they created with the younger students. As you walk around the room, you should hear the students talking about the facts they have learned in completing this activity.

Assessment:

- Collect the cards and read over them, assessing proper use of grammar, spelling, and punctuation. Also make sure the facts relate to the picture on the front, and that they are in the student's own words.

Budgeting from A to Z

Objectives:

Students will be able to:

- a. Solve story problems using information given
- b. Alphabetize a list of given items
- c. Work together in partnerships to complete a given assignment

Materials:

- Copies of the supply list for each pair of students
- Copies of the story problems and background information for each pair of students
- Glue
- Large pieces of construction paper

Introduction:

- Read through the background information about Herbert Quigley, the Superintendent of Construction for the Capitol.
- Review hints that will help the students in alphabetizing the supply list.

Activity:

- Divide the class into partnerships.
- Pass out one supply list and one page of story problems to each pair of students.
- Instruct the students to cut the supply list into horizontal strips along the dotted lines so they can easily shuffle the words to the right place as they are alphabetizing the list.
- Once they are sure the list is alphabetized correctly, they need to glue the strips carefully to a large piece of construction paper.
- As they wait for the glue to dry, they can help each other complete the story problems using their alphabetized supply list.

Assessment:

- During the activity, watch how well the students work together as partners. Assess their communication and problem solving skills as they complete the given assignment.
- Collect the completed lists and evaluate the students alphabetizing skills.
- Collect the story problems and assess their skills in this area as well.

A Balanced Budget

The information for this activity comes from the Superintendent of Construction's expense ledger. His name was Herbert Quigley. He was responsible for overseeing the construction of the Idaho State Capitol. He served as the person who would talk with the capitol architects and the various contractors – plumbers, carpenters, brick layers, stone masons, electricians, etc. He helped make certain the construction was done according to the plans, was being done on schedule, and was being done within the budget.

For this lesson, focus on two tasks. First, with a partner, cut the supply list into horizontal strips along the dotted lines and alphabetize the list from A to Z by shuffling the strips on your desk. Glue the strips to construction paper once they are in the correct order. Second, use the cost values to complete the following math problems. Read them all carefully before you begin solving. You will use your first answers to help solve the other problems.

1. You have \$700.00 in your budget for the next eight weeks. This week you need to buy an axe, an air drill, drafting paper, a 40 amp – 600 volt fuse, and a wheel barrow. How much money remains?
2. During the second week you need to purchase blasting powder, granite tools, and pay for a half-day livery (wagon use) charge. How much money remains?
3. A store found that you have a credit on their account. They credit you \$3.89 – sending this amount to you to put back into your budget. What total do you have now?
4. No supplies were purchased during the third week. The fourth week you bought axle grease, bits, a #11 and #12 hammer, two spools of barbed wire, and an emery stone. How much money do you have for the next four weeks?

Budgeting From A to Z

Supply list

<u>Item</u>	<u>\$Cost</u>
Fuse	
40 amp – 600 volt	.35
10 amp – 250 volt	.20
Barbed wire, per spool	4.84
Drafting paper	.10
Hatchet	1.51
Wheelbarrow, all steel	6.61
Anvil #105, per pound	.12
Carbolineum, ave. gal.	6.25
Wrench	
18 inch	1.75
24 inch	2.65
Axe	1.27
Air Hammer, Boyer	67.50
Caps, fuse box	.89
Emery stone	.65
Handle, sledge	.25
Grass seed, per pound	.20
Axle grease, per pail	1.20
Desk, roll top, oak, 4 X 6	27.50
Wagons (livery) ½ day	.50

Supply List
(Continued)

<u>Item</u>	<u>\$Cost</u>
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Air compressor	406.00
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Bits, per set	3.60
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Granite Tools	1.00
-----	-----
Drill	
3/4 inch ratchet	1.55
1/8 inch twist	.10
7/16 inch twist	.35
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Hammer	
#11	.63
#12	.48
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Air drill, Little Giant Reversible #22	86.40
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Blasting powder	2.50
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Source: Supply list information comes from one of Herbert Quigley's expense ledgers (circa 1905-1912), Idaho State Historical Society MS 20 box 1 of 3.

The Merci Train

Objectives:

Students will be able to:

- a. Build a model boxcar with representations of their treasures inside
- b. Determine what three treasures they would place in a boxcar
- c. Communicate the reasons for their choices through writing paragraphs

Materials:

- Slide show from the trunk and self-guiding tour booklets
- Historical newspaper articles about the train
- <http://www.rypn.org/merci/>
- http://www.historynet.com/AmericanHistory/articles/1095_text.htm
- Shoeboxes (1 for each student)
- Construction paper
- Cardboard pieces
- Markers, crayons, etc.
- glue

Introduction:

- Show the slide show that came in the trunk. (This can be done a day or two ahead of teaching this lesson. Specifically point out the Winged Victory Statue.)
- Share information with the class about the Merci Train from the newspaper articles and the internet sites.
- Have the students imagine what treasures they might place on a boxcar and call on a few students to share some of their thoughts orally.

Activity:

- Pass out a shoebox to each student and have him/her begin designing a boxcar. The box needs to sit so that a side is open, allowing others to see what is inside. Instruct the students to use construction paper, cardboard, glue, markers, etc. to make their box look like a train car.
- Once the train cars are complete, the students need to use materials from home to make models of at least three treasures that they would place on a boxcar to be given away. These models must fit in the cars they have created out of their shoeboxes. Display the boxes around the room in an elongated train fashion if possible.
- Instruct the students to describe their treasures and write their reasons for choosing these specific items on paper in paragraph form.

Assessment:

- Collect the writing samples and evaluate spelling, punctuation, and grammar.
- Assess the boxcars for neatness and determine that at least three items are in each one.